



St John the Baptist CE Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St John the Baptist CE Primary School
Number of pupils in school	203
Number and % of pupil premium eligible pupils	40 19%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	Nov 2025
Date on which it will be reviewed	January 26 July 26
Statement authorised by	Rebecca Livings (Headteacher)
Pupil premium lead	Alison Reilly
Governor lead	Sonia Crabb

Strategy group	Rebecca Livings (Headteacher) Mel Mullen (Pupil and Family Support Worker) Alison Reilly (Assistant Headteacher)
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,310
Total budget for this academic year	£68,310

Part A: Pupil premium strategy plan

Statement of intent

We strive for everyone in our community children, parents, staff, our church family and governors to:

‘Create new possibilities for our future, with compassion in our hearts and courage on our journey’.

We believe that the primary years should be full of joy, laughter and inspirational learning in a safe and supportive school. We are an attachment aware school, proud to use emotion coaching and restorative approaches to help children to develop the skills they need to get on with others and be kind to themselves. Everything that we do at St John the Baptist Church of England Primary School is based on our Christian values.

Children thrive with supportive adults modelling the values and behaviours we wish for our children - everybody at St John’s is a learner and every individual can learn something new every day. We believe that all children have the capacity to learn and to grow in their learning. They learn best through play, first-hand experiences and learning based on real life contexts. All members of our school are given the support and challenge they need across a broad, rich curriculum to discover and develop their unique attributes as learners and to embed our values in their lives. Children of all ages can be confident, independent learners, evaluating their learning, taking on board feedback to improve and wanting to do their best. We call this REACH learning - Resilient, Enthusiastic, Ambitious, Creative and Hands on.

Parents, carers and our wider community, including our church family, are welcomed into the learning adventure of our children.

Our building blocks for tackling educational disadvantage:

Whole-school ethos of attainment for all.

- There is a culture of high expectations for all, amongst children and staff.
- There is a belief that all disadvantaged pupils can overcome their personal barriers to succeed.

- Disadvantaged pupils and their families are held in high regard and support provided for those that need it.
- Leaders, teachers and other adults understand their role within the school's strategy.

Addressing behaviour and attendance

- A strong emphasis is placed on developing positive behaviours for learning in all of the curriculum.
- The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
- The school works closely with Hampshire SEND Department where provision is needed outside of school.
- Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
- Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued. The school works closely with families to ensure that support is tailored to meet needs.

High quality teaching for all

- The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.
- Disadvantaged and vulnerable children are the first port of call for formative feedback within class.
- Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.
- Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation of emotions.
- Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement through monitoring cycles.
- The school's curriculum is designed to be systematic to ensure that learning is built upon from previous years , that there is time for reflection and overlearning and is highly engaging for children.

Meeting individual learning needs

- There is a strong understanding of the barriers to learning and how these barriers present in school.
- Individual Support Plans are used to ensure barriers are overcome so that disadvantaged pupils SEND can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.
- Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
- Transition processes for disadvantaged pupils are carefully planned and implemented in all year groups. Support is put in place for children who struggles with transition.

Data-driven

- The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.
- Accelerated progress must lead to higher attainment within an academic year and key stages.
- Children are monitored for all of their data sets to ensure that the children are successful in all areas of the curriculum.

Clear, responsive leadership

- A Strategy Group, which includes the HT, AHT and governors, review the effectiveness of strategies at the end of each assessment phase.
- Self-evaluation is rigorous and honest with next steps identified.
- The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.
- Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

- Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

- Resources are targeted at pupils at risk of underachievement in terms of low and high attainment with a close eye on the progress throughout their school life.

These aspects are monitored and reviewed by the strategy group.

Challenges

Challenge number	Detail of challenge to achievement we have identified among our disadvantaged pupils
1	Ensuring that all PP children make good progress, and therefore attain in line with non-disadvantaged peers, particularly related to speech, phonics and reading in the first three years in school.
2	Maintaining positive links with parents, ensuring all parents are equipped with the skills to support home learning.
3	Improving attendance for the disadvantaged children who have been persistently absent over the past 12 months.
4	A proportion of SEND/ disadvantaged children have lower prior attainment compared to their non SEND peers.
5	Ensuring children are emotionally ready to learn when their home life can be unsettling or affected by previous experiences.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
All disadvantaged children who do not also have SEND, attain in line with their non disadvantaged peers nationally in reading, writing and Maths.	GLD of disadvantaged children will be in line with non- disadvantaged peers.

<p>Challenge 1 and 4</p>	<p>Phonics screening achievement of disadvantaged children will be in line with non-disadvantaged peers.</p> <p>Times tables check achievement of disadvantaged children will be in line with non-disadvantaged peers.</p> <p>Y6 SATS achievement of disadvantaged children will be in line with non-disadvantaged peers.</p>
<p>All disadvantaged children with SEND have their needs assessed and receive targeted support in order to make progress from their starting points</p> <p>Challenge 1 and 4</p>	<p>Pupil progress measures</p> <p>Individual support plans are in place and being used, adapted and monitored</p>
<p>Fewer disadvantaged children will be persistently absent and the gap between attendance overall for disadvantaged and non-disadvantaged will reduce.</p> <p>Challenge 3</p>	<p>The % of disadvantaged children with PA will be in line with that of their non-disadvantaged peers</p> <p>The gap of 1.62% in overall attendance will be further reduced</p>
<p>Children are emotionally ready to learn and are supported to overcome emotional barriers to learning.</p> <p>Challenge 5</p>	<p>Reduced number of incidents requiring SLT support in class/playtime</p> <p>Reduced number of exclusions and internal exclusions</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2025-2026)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Prioritise the delivery of a well-sequenced, cyclical curriculum to ensure Pupil Premium pupils build securely on prior learning and do not experience gaps in English and Maths knowledge.</p>	<p>High quality CPD is essential when following EEF principles and ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving.</p> <p>CPD at SJTB has been planned using the 'Moving Forwards, Making a difference' guide from the EEF2022-23 as well as using the recommendations for Effective Professional Development</p> <p>https://educationendowmentfoundation.org.uk/supportfor-schools/school-planning-support</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professional-development.</p> <p>The EEF Toolkit evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of children's learning, along with other metacognitive approaches to teaching, can be effective.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation</p>	<p>1,4,5</p>

<p>Strengthening English Writing and Maths with a focus on KS2 learners.</p>	<p>A Knowledge-Led Curriculum: Pitfalls and Possibilities https://impact.chartered.college/article/a-knowledge-led-curriculum-pitfalls-possibilities/ Mastery Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Improving Literacy in Key Stage 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1,4,5</p>
<p>Clearer boundaries and expectations of all children in class during learning time when necessary. An ambitious for all curriculum.</p>	<p>EEF states that “There’s a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons.” Improving behaviour in Schools Report https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</p>	<p>1,2,3,4,5</p>
<p>Clearly define the skills progression for each year group in each subject</p>		<p>1,4</p>
<p>Sharper focus on all children achieving age related expectations in reading, writing and maths. Alongside identification of vulnerable groups.</p>	<p>High quality CPD is essential when following EEF principles and ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving. CPD at SJTB has been planned using the ‘Moving Forwards, Making a difference’ guide from the EEF2022-23 as well as using the recommendations for Effective Professional Development https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development The EEF Toolkit evidence indicates that explicitly teaching strategies to help plan, monitor and</p>	<p>1,4, 5</p>

	<p>evaluate specific aspects of children's learning, along with other metacognitive approaches to teaching, can be effective.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation</p>	
<p>Revisit and review behaviour principles, practices and policies to support consistency and updates in line with current policy, best practice and guidelines.</p>	<p>EEF states that social emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They appear most effective when approaches are embedded into routine educational practices and supported by professional development and training for staff.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</p> <p>https://www.nurtureuk.org/wpcontent/uploads/2021/10/Nurture-Groups-Booklet-Dec2019.pdf</p>	1,4, 5
<p>Pupil progress meetings, termly including assessment in Maths and English to support forensic analysis of learning gaps and target setting.</p> <p>Specific disadvantage children pupil progress meetings.</p>	<p>Pupil Progress Meetings in Action https://boltonlearningtogether.org.uk/wp-content/uploads/2018/04/2018-Pupil-Progress-Meetings-in-Action.pdf</p> <p>EEF Leadership https://educationendowmentfoundation.org.uk/guidance-for-teachers/leadership</p> <p>EEF Assessment https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p>	1,4
<p>Implementing new vision and values to be aligned with current context of needs</p>	<p>EEF Leadership https://educationendowmentfoundation.org.uk/guidance-for-teachers/leadership</p>	1,2,3,4,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted phonics interventions for Pupil Premium pupils in Years 2–5 to address gaps in reading, strengthen decoding skills, and ensure confident progression in English.	<i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i> https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics	1,4
Provide targeted support for Pupil Premium pupils, as assessed by NHS Speech and Language Therapy (SaLT), to develop speech, language, and comprehension skills, ensuring they can fully access the curriculum and make accelerated progress in English	EEF states that on average, pupils who participate in oral language interventions make approximately six months' additional progress over the course of a year. They are particularly effective in the early years. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions	1,4
Homework and additional reading support for disadvantaged children via lunchtime and after school clubs	Great Teaching Techniques: Homework https://my.chartered.college/2019/05/great-teaching-techniques-homework/	1,2, 4, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed

Empowering Voices through the EARA Group		1,5
Enhancing Belonging for Pupils with SEND and SEMH Needs	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1764014836</p>	1,4,5
Embed and further refine the approach to addressing absence, so this robustly secures improved attendance for PA pupils?	<p>Pupils who present with Emotionally Based School Avoidance are identified early and support for the child and family is put in place to minimise disruption to learning. Where families have been supported, children are more consistent with attendance and the frequency of needing support to arrive decreases over time.</p> <p>https://documents.hants.gov.uk/childrensservices/EBSA-good-practice-guidance.pdf</p> <p>Dedicated contact in school (FSW) leads to improved relationships and levels of trust with families. This supports communication and engagement leading to better outcomes.</p>	2,3,5
Discounted access to trips, residentials and extra-curricular activities - free club places for disadvantaged children (1 per club)	<p>Arts Participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>What does Ofsted Mean by Cultural Capital</p> <p>https://www.tes.com/news/what-does-ofsted-mean-cultural-capital</p>	2,3
Lunch clubs for identified children	Social and Emotional Learning	3,5

carried out by two members of staff for all year groups	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Monitoring and support from the safeguarding and attendance lead, ensuring children attend school on time	<p>Improving school attendance</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>How schools are managing attendance effectively</p> <p>https://teaching.blog.gov.uk/2021/12/10/how-schools-are-managing-attendance-effectively/</p>	3,4,5
Parenting support signposting for emotional, medical and education needs and accessing bespoke support for individual children's needs	<p>Aspiration Interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	2,3,5
Wellbeing hub to support families	<p>Supporting the Home Learning Environment</p> <p>https://my.chartered.college/2020/03/supporting-the-home-learning-environment/</p> <p>Supporting parental engagement through workshops</p> <p>https://www.estyn.gov.wales/effective-practice/supporting-parental-engagement-through-workshops</p>	1,2,3, 4, 5
Transition support for families into year R and Year 7	https://www.ucl.ac.uk/pals/research/clinical-educational-and-health-psychology/research-groups/school-transition-and-adjustment	2,5

Total budgeted cost: £63080

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes 2024-2025

Challenge number	Detail of progress towards overcoming challenge
<p>1 & 4 Ensuring that all PP children make good progress, and therefore attain in line with non-disadvantaged peers, particularly related to speech, understanding, phonics and reading in the first three years in school.</p> <p>4 A proportion of SEND/ disadvantaged children with lower prior attainment compared to their non SEND peers.</p>	<p>Ensuring that PP children attain as well as their Non PP peers remains a challenge. Please bear in mind when reading the data below that many of our PP children fall into multiple vulnerable groups e.g. of the 39 PP children on the register 27% of them are also on the SEND register, 24% of them are also GRTSB ascribed. 3 children in Year 6 in 2024-2025 were GRTSB with EHCPs.</p> <p>Year R PP children - 2 children 9% 1 child PP and SEND 50% achieved ELGs in Speaking, Reading and Writing</p> <p>Year 1 6 PP children 20% EXS and above Reading 66% PP Non PP 88% EXS and above Writing 66% PP Non PP 66% Phonics Screening at standard 66% Non PP 79.9% EXS and above Maths 66% PP Non PP 87.5%</p> <p>Year 2 PP 4 children 16% EXS and above Reading 50% PP Non PP 90%</p>

	<p>EXS and above Writing 75% PP Non PP 70% EXS and above Maths 50% PP Non PP 80%</p> <p>Year 3 PP 7 children 23% EXS and above Reading 71% PP Non PP 73% EXS and above Writing 42% PP Non PP 47% EXS and above Maths 71% PP Non PP 60%</p> <p>Year 4 PP 4 children 12.5% EXS and above Reading 25% PP Non PP 67% EXS and above Writing 25% PP Non PP 53% EXS and above Maths 25% PP Non PP 60%</p> <p>Year 5 PP 5 children 16% EXS and above Reading 40% PP Non PP 80% EXS and above Writing 20% PP Non PP 56% EXS and above Maths 20% PP Non PP 64%</p> <p>Year 6 PP 11 children 23% EXS and above Reading 50% PP Non PP 66.7% EXS and above Writing 62.5% PP Non PP 82.8% EXS and above Maths 43.8% PP Non PP 56.7%</p>
<p>2 Maintaining positive links with parents, ensuring all parents are equipped with the skills to support home learning.</p>	<p>Positive links in KS1 established as reading has improved. Parental engagement from PP parents in SEND workshops and wellbeing workshops, Back to basics programme, kindness cafe, referrals to the food bank.</p>
<p>3 Improving attendance for the disadvantaged children who have been persistently absent over the past 12 months.</p>	<p>Personalised approach to each case Parent workshops - Educational Psychologist, Mental Health Support Team, Kindness cafe, Family support worker role, look at pushes and pulls for the children, food bank.</p>

	Summer 2025 PP attendance 94.20% Non PP attendance 94.80%
4 A proportion of SEND/ disadvantaged children with lower prior attainment compared to their non SEND peers.	See above for attainment data
5 Ensuring children are emotionally ready to learn when their home life can be unsettling or affected by previous experiences.	Thrive breakfast club Individual Support plans Referrals to MHST Additional support in class.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Further information (optional)

We will continue to run a strategy group that reviews progress towards our targets throughout the academic year. The group will meet once per term and use the key aspects below to frame reviews of actions taken.

- **Whole-school ethos of attainment for all**
- **Addressing behaviour and attendance**
- **High quality teaching for all**
- **Meeting individual learning needs**
- **Data-driven**
- **Clear, responsive leadership**
- **Deploying staff effectively**

Progress Review -